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| **Subject / Course:** Physics | **TC Name:** Heather Owen + Steven Huynh |
| **Grade Level:** Grade 11 | **Date:** November 15, 2010 |
| **Topic:** Kinematics | **Time of Class:** 15 mins. |
| **AT Name:** --- | **Room # / Location:** EDU 312 |

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| **Curriculum Expectations**  **B2.1** use appropriate technology related to kinematics, including, but not limited to;  *time, distance, position, displacement, speed, velocity, and acceleration*  **B3.2** distinguish between, and provide examples of, scalar and vector quantities as they relate to the description of uniform and non-uniform linear motion | **Student Misconception**  Students commonly get definitions confused with similar, or related vocabulary. | |
| **Related Learning Opportunity**  Addressing the vocabulary misconceptions by comparing similar terms with their differences. | |
| **Activity/ Timeline**  Activity (10 min)   * Talk to students about how you have noticed misconceptions in the classroom, and on tests * Today we are going to do an activity to help clear up some of these misconceptions! * Teacher randomly hands out cards; half of these are definitions, the other half are the terms * The students are asked to find their matching term, or definition. * Once they have found their partner, they can stick their word and definition on the wall with masking tape (beside each other) and then have a seat * Once all have been placed on the board, the teacher will go though the definitions quickly, and focus on the ones that may have been switched. * Ask students: Why they picked this definition for this term? And How do we know these {related terms} are matched properly?   Consolidation (5 min)   * If there is anything that you felt uncomfortable with, I want you to take your pen and write it down in your glossary with ***your own*** definition * Tomorrow, if the definition is still confusing to you, we can discuss it again tomorrow as a class (Maybe do some examples!) | | **PEEL Procedure**  *Mingle, Match and Mate*  In this strategy, all students are given a card with either a term or a definition. At the start (possibly with music), students stand up and begin to look at what other students have (mingle). They then match terms with definitions and sit down once they’re satisfied (mate). Activity ends when all students are sitting. |
| **Required Resources**  -12 cards with terms  -12 cards with definitions  -masking tape |
| **Evaluation/ Assessment of Lesson**  **What were you pleased with?** The strategy and our consolidation! I love the mix, mingle and meet, although with the layout of our classroom it makes it a little difficult to move around freely!  **What do you think could have been improved?**  We could have improved the discussion by having the definitions bigger, or for students to fill in on their own sheet! Also, I’m not sure if we should have included the word deceleration since it is not a term that is accepted in the physics curriculum, but it is a part of the student’s vocabulary!  **What would you do differently if you had to teach the lesson again?** I would definitely have more visuals, and make it mandatory for the students to write down all the words so that they can explain them later in their own words. | | |
| **AT’s suggestions and plans to address them**  **Need a Consolidation:** I am working on having consolidations at the end of every lesson. I find it very hard to finish the lesson, and tying the lesson into real life. We have been having lots of practice doing these in both my Math and Physics Curriculum Studies courses, so hopefully I will find this easier in my next placement.  **Teacher Voice:** Both my AT and FA told me I need to work on my authoritative voice! Unfortunately I am almost too patient sometimes, and it takes me a while to even begin to feel frustrated! For me I will need to work on my acting skills because I want students to see me as an authoritative figure. I am also signed up to take the Fred Jones classroom management workshop next semester, which I hope will help me with this! | | |